

Module 6 Reading

Which types of graphic organiser do you feel are the most useful?

Visual Map

I find that visual maps are a great way for year 3 children to record their ideas quickly. They are easy for the children to add their ideas to throughout a topic. It is also easy for the teacher to assess what they know and any misunderstandings that the children may have.

I use a more 'free form' visual map in literacy (what do we know about fairytales?) and humanity lessons (what do we know about the Ancient Egyptians?) and a concept map in each science unit. I liked the idea of using colour on the visual map!

Venn diagram

I like using Venn diagrams but have only used them in science (what is similar different about these rocks?) and maths lessons (times tables, odd and even numbers etc). Again the year 3 children can understand that they are looking at similarities and differences – some children will of course need support with the selection of the criteria.

I think we could use them more often in year 3 for example comparing the lives of slaves and the pharaoh in the Ancient Egyptian topic.

Comparison grid

I have only recently begun to use comparison grids in Humanity lessons – for example 'Compare and contrast the lives of Ancient Egyptians with our lives today?' for the extension group – the children came up with some great ideas, working well with the very broad and open question and using a wide range of criteria.

I think we could use this more often in year 3 and I like the fact that the children can give a lot of detail and because it can be open ended the children can demonstrate some amazing thinking.

Fishbone diagrams

As this is used to illustrate cause and effect, I couldn't immediately see how it is useful for year 3 children. There are a lot of graphic organisers out there and many of them are better suited to this younger year group. Perhaps they are better suited to year 6 who may be studying cause and effect in their WWII topic.

I have seen fishbone diagrams facing the other direction which at least made a little more sense to me.